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UNITED STATES DEPARTMENT OF AGRICULTURE



SPRINGFIELD, ILLINOIS

TRAINING IN
ADMINISTRATIVE
MANAGEMENT

WORKSHOP PROCEEDINGS
JANUARY 14-25, 1956

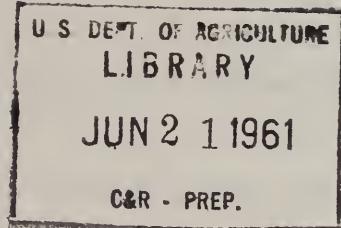


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TRAINING IN ADMINISTRATIVE

MANAGEMENT

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WORKSHOP PROCEEDINGS

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SPRINGFIELD, ILLINOIS

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Elks Club

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January 18-22, 1960

TABLE OF CONTENTS

FOREWORD - Background for workshop, its organization and organizers, acknowledgments	1
THE WORKSHOP IN PICTURES - The participating group as a whole, and the workshop in action	3
ORGANIZING SESSIONS:	
Introduction and Announcements, Dr. E. J. Wilson	7
Address of Welcome, Jay G. Philpott	7
Objectives of Workshop, Dr. Woodson W. Fishback	8
How Workshop Will be Conducted, Mervin J. Kassube	9
Instructions to Committees, George J. Brownell	10
STUDY AREAS - Resumes of addresses and subsequent discussions:	
U.S.D.A. - Its Agencies, Functions, and Programs - Max Reid	11
Personnel Administration in Management - John W. Morgan	14
Interpretation of Creativity in Management - Albert T. Greatorex	15
Administrative Leadership - Dr. Joseph A. Litterer	18
Fundamentals of Management - Wayne A. Lemburg	19
Importance of Public Relations in Management - Howard H. Peck	21
Communications in Management - Jon H. Greeneisen, O. F. Glissendorf, and Harold D. Guither	23
Program Planning and Execution - Dr. C. L. Folse	25
Supervisor's Role in Management - Ogden Greene	29
WORKSHOP AGENDA	32
ROLL OF PARTICIPANTS	37
COMMITTEES - Personnel and committee reports	40
BIBLIOGRAPHY (included in report of the library committee)	42

FOREWORD

The five day Workshop, summarized in this publication, was designed to improve the managerial skills and attitudes of selected managers and potential managers working for the United States Department of Agriculture in Illinois. Such workshops are an outgrowth of a management training program, started in the late forties, now generally known as TAM (Training in Administrative Management). The program is approved by the Secretary's Management Improvement Committee.

Seven two week TAM Institutes have been conducted in the last decade. One of the objectives of the Institutes has been the development of plans for one week Workshops such as the one reported here. Those attending the various "Institutes" are expected to extend the effectiveness of the TAM program by setting up workshops in their respective areas.

Planning and direction of this workshop was provided by a coordinating committee comprised of the following TAM Institute graduates:

George J. Brownell
Administrative Officer

Commodity Stabilization Service
Room 232, U. S. P. O. & Court House
Springfield, Illinois

Martin T. Ekovich
Asst. State Conservationist

Soil Conservation Service
605 South Neil Street
Champaign, Illinois

Dr. Winton G. Evans
Asst. Veterinarian In Charge

Agricultural Research Service
601 South Sixth Street
Springfield, Illinois

Mervin J. Kassube
Area Director

Federal Crop Insurance Corp.
Room 213, U. S. P. O. & Court House
Springfield, Illinois

Dr. Arthur R. Thiele
Inspector In Charge

Agricultural Research Service
211 Stock Yards Station
4101 South Halsted Street
Chicago, Illinois

Dr. E. J. Wilson
Veterinarian In Charge

Agricultural Research Service
601 South Sixth Street
Springfield, Illinois

8 Dr. Wilson, as Chairman, and his fellow committeemen were responsible for all advance planning, arrangements for speakers and physical facilities, as well as day to day supervision of the workshop in action.

An effective workshop requires full participation by those attending. This was assured in this instance, not only by free discussion following every formal presentation, but, by specific assignments for each of the Workshop participants. Each was made a member of one of the working committees, with clearly defined responsibilities. Each was required to share, with one or two others, the task of summarizing Workshop proceedings for one half-day period. Finally as many of the participants as possible were provided the experience of presiding at one of the morning or afternoon sessions.

The coordinating committee's delineation of responsibilities of each assignment has been outlined briefly in the summarization of the first afternoon session of the workshop. It, in combination with the agenda, reflects know-how which others should find helpful in laying plans for future workshops.

Names of participants serving as presiding officers are shown in the Workshop Agenda, and summarizers are identified at the beginning of each session summary. The membership and reports of each of the working committees are shown in the closing pages of this publication. The report of the Library Committee includes a bibliography which should prove useful in further pursuit of management skills.

The 28 Department employees attending this workshop brought with them a long and varied experience, which included a combined total of 468 years service with the Department alone. Their pleased reaction to the workshop is reflected in the report of the Evaluation Committee. The Coordinating Committee planned exceedingly well and enlisted the cooperation of a fine group of competent speakers. Together they have afforded those of us attending the Workshop with a satisfying experience, which should prove rewarding to us as individuals and to our agencies and the Department as a whole.

To the Coordinating Committee and the speakers, who shared some of their insight with us, we of the Workshop are most grateful.

SPRINGFIELD WORKSHOP PARTICIPANTS

FRONT ROW: (L TO R): GODDARD, NEWBURY, CUNDY, TESMER, D.WILLIAMS, EVANS, LINK, PENDLETON, HUGHES
MIDDLE ROW (L TO R): KASSUBE, GREATOREX, S.N.WILLIAMS, WILSON, STEINMETZ, KAUFMAN, McGRATH,
HOFFMAN, DOYLE, G.WALKER, HURT, McCANN, EWING, BROWNE, KELLMAN,
BACK ROW (L TO R): THILLE, LAUDERDALE, MILLER, OVERSTREET, BILLS, HANSEN, STUBER, KELLMAN,
KLINGSPORN, E.WALKER, CARTIER





WORKSHOP GENERAL SESSION



WORKSHOP GROUP IN "BRAINSTORMING EXERCISE"



SPRINGFIELD WORKSHOP PLANNING COMMITTEE
SEATED: THIELE, ARS; EVANS, ARS; WILSON, ARS;
STANDING: BROWNELL, ASC; KASSUBE, FCIC



WORKSHOP GENERAL SESSION

Monday Morning - January 18, 1960

Summarizers: J. A. Ewing; G. R. Hughes; H. M. Steinmetz

INTRODUCTION AND ANNOUNCEMENTS

By

Dr. E. J. Wilson
Veterinarian in Charge
ADE Division, ARS, USDA
Springfield, Illinois

Dr. E. J. Wilson welcomed the participants to TAM and pointed out that this was the first workshop to be conducted in the State of Illinois. The other members of the Workshop Committee as well as Mr. A. T. Greatorex, Exec. Sec'y., TAM Work Group, were introduced to the group. Dr. Wilson outlined the routine procedures that would be followed by the group as a whole.

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WELCOME TO THE WORKSHOP

By

Jay G. Philpott
District Director
Internal Revenue Service
Springfield, Illinois

Mr. Philpott is a graduate of Port Huron Jr. College, Associate-in-Arts; Bachelor of Laws, Detroit College of Law; Member State Bar of Michigan. With Internal Revenue Service since 1943.

You are here to improve your skills in management and at the same time get a better idea of the Department agencies, to identify the ends or objectives of the Department. It is good for all Federal agencies to have a mission.

We need to keep in mind the fact that we are a part of the Executive branch of the government and to identify ourselves with its goals. The Federalist Papers illustrate well the role of the Executive.

Administration is a process of accomplishing ends through others - to order means toward ends. The function of the administrator is to clarify and hold up before his people the vision of the organization goal. There is reward in the satisfaction that comes from accepting challenge.

Since its recent reorganization the Internal Revenue Service has emphasized management and administration whereas before the concentration was on the development of technical skill. In 1953 management training was started and this was followed with an executive development program. About everyone in the supervisory work has now been reached.

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OBJECTIVES OF THE WORKSHOP

By

Dr. Woodson W. Fishback
Coordinator of Curriculum
Office of Supt. of Public Instruction
State of Illinois

Dr. Fishback received his B.S. and M.A. Degrees from University of Missouri, and a Ph.D. in Educational Administration from the University of Chicago. He was a Public School Administrator in Missouri for 13 years and Professor of Educational Administration at Southern Illinois University. He has served in the Federal Extension Service, Division of Research and Training and in the U.S.D.A. Office of Personnel.

A workshop may be defined as people with a common interest tackling problems together and working to a solution. It is a method or way of learning in which the participants are self-motivating because of their self-interest and identification. Since 1957 18 TAM workshops have been held with over 500 participants and by mid-year 14 more will be completed with over 300 more taking part.

Features of a successful workshop are:

1. Opportunity for cooperative planning and action.
2. Content centered around such common problems as improving human relations and communication.
3. Participation (interaction) A large total of years of experience represented by participants.
4. Purposes focused on specific objectives intended to help each individual.
5. Balanced living - change of pace, variety and relaxation to avoid fatigue and to stay alert.
6. Evaluation of methods.
7. Resources of people - guest speakers and experts utilized for their specialized insight into problems.
8. Creative experience - initiative will depend on participants.

Objectives of a workshop are:

1. To strengthen "you" as a leader not only in your work but in your church, community and country.
2. Greater appreciation of unity of purpose. Divisive elements tear us down.

3. Acquire certain skills and attitudes.
4. Provide opportunities to explore issues and evaluate them.
5. Test validity of present practices. When asked if it is good to strive for group participation at risk of losing individuality, Dr. Fishback responded that an individual must remain critical and do his own thinking. With flexibility and some compromising one can retain individuality and still participate in groups.

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HOW WORKSHOP WILL BE CONDUCTED

By

Mervin J. Kassube
Area Director
Federal Crop Insurance Corporation, USDA
Springfield, Illinois

The workshop will be conducted by "you." The committee will steer but the group must see that it is well coordinated. The committee believes this workshop can be most beneficial if we will:

1. Tackle assignments with enthusiasm.
2. Keep an open mind.
3. Mentally fit some ideas and facts into our own work.
4. Realize next person has problems and the work is a little bit bigger than our own niche.
5. Achieve a better understanding of USDA.
6. Remember that few things are done so well that they could not have been done better.

Monday Afternoon - January 18, 1960

Summarizers: J. L. Cartter; P. T. Cundy; A. L. Klingsporn

Each participant was called upon to sketch his personal background, education and training, and his present agency duties in U.S.D.A.

The diversification of U.S.D.A. was exemplified by the range of activities of the agencies represented in the Workshop - A.M.S., A.R.S., A.S.C., C.S.S., F.H.A., F.S., S.C.S. and R.E.A.

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DEVELOPMENT OF COMMITTEE ACTIVITIES
AND ASSIGNMENT OF COMMITTEES

By

George J. Brownell
Administrative Officer
Illinois ASC State Office
Springfield, Illinois

Mr. Brownell expressed his appreciation for having the opportunity to work with the participants of the workshop. He then covered in detail the functions and responsibilities of the committees which would be active throughout the week. Briefly the assignments were as follows:

Advisory Committee - to help the Workshop Coordinating Committee plan, organize, modify and conduct the daily activities of the workshop.

Editorial Committee - to assemble, edit and publish the proceedings of the workshop.

Evaluation Committee - to appraise the value of the subject matter and training presented to the group and to make recommendations for the guidance of future Workshop Planning Committees.

Library Committee - to set up and operate a reference library for use by the participants.

Recreation and Social Committee - to explore, plan and organize recreation and social activities for the group during the week of the workshop.

Visual Aids Committee - to render assistance to the guest speakers with the various items of visual aid equipment available for use during the workshop.

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The Advisory, Editorial, Evaluation, Library, Recreation and Social, and Visual Aids Committees met to select chairmen and to outline their activities for the workshop.

Tuesday Morning - January 19, 1960

Summarizers: George Walker; B.R. Miller

U.S.D.A., ITS AGENCIES, FUNCTIONS AND PROGRAMS

By

Max Reid

Assistant Director for Personnel Management
Office of Personnel, U.S.D.A.
Washington, D. C.

Mr. Reid received his B.S. Degree in Economics from Utah State Agricultural College and did graduate work in Public Administration at the American University Graduate School. He has been employed by U.S.D.A. since 1940.

At the beginning of his presentation, Mr. Reid distributed to all of the members of the TAM Workshop a list of 20 questions dealing with the functions of the different Agencies of the Department of Agriculture. The questionnaire served to better acquaint the participants with other Agencies, and it also brought out the lack of knowledge of the organizational functions.

In a brief recounting of Department history, he noted that official recognition of National Agriculture dates from 1839 when Congress appropriated \$1,000.00 to establish Agricultural work in the patent office. The U.S.D.A. was created by an Act of Congress in 1862, the same year in which the Morell Act providing for the Land Grant Colleges was passed. Issac Newton was the first commissioner of the new Department. The Department was elevated to Cabinet status in 1889.

The traditional role of the Department has been the acquisition and dissemination of information useful to farmers and the general public. Its research has contributed much to the technological advances which have vastly increased agriculture's capacity to produce. Today only 10 to 15 percent of our population is engaged in agriculture in contrast to 50 percent of the population of Russia.

Mr. Reid outlined the functions of the various agencies and offices of the U.S.D.A. by means of a series of slides entitled "Guide to Broader Understanding and Better Public Service for U.S.D.A. Employees." These agencies and offices are listed in the Department Organization chart on the following page.

The Department has been characterized as a "vast sprawling bureaucracy." The complexity of organization is heightened by the interweaving of its activities with state and local governments through a maze of highly variable cooperative work programs. The Secretary's policy staff is composed of the Assistant Secretaries and certain special assistants.

An excellent brief summary of agency functions can be found in the leaflet entitled "U.S.D.A. - How It Serves You." (PA 394 - April, 1959)

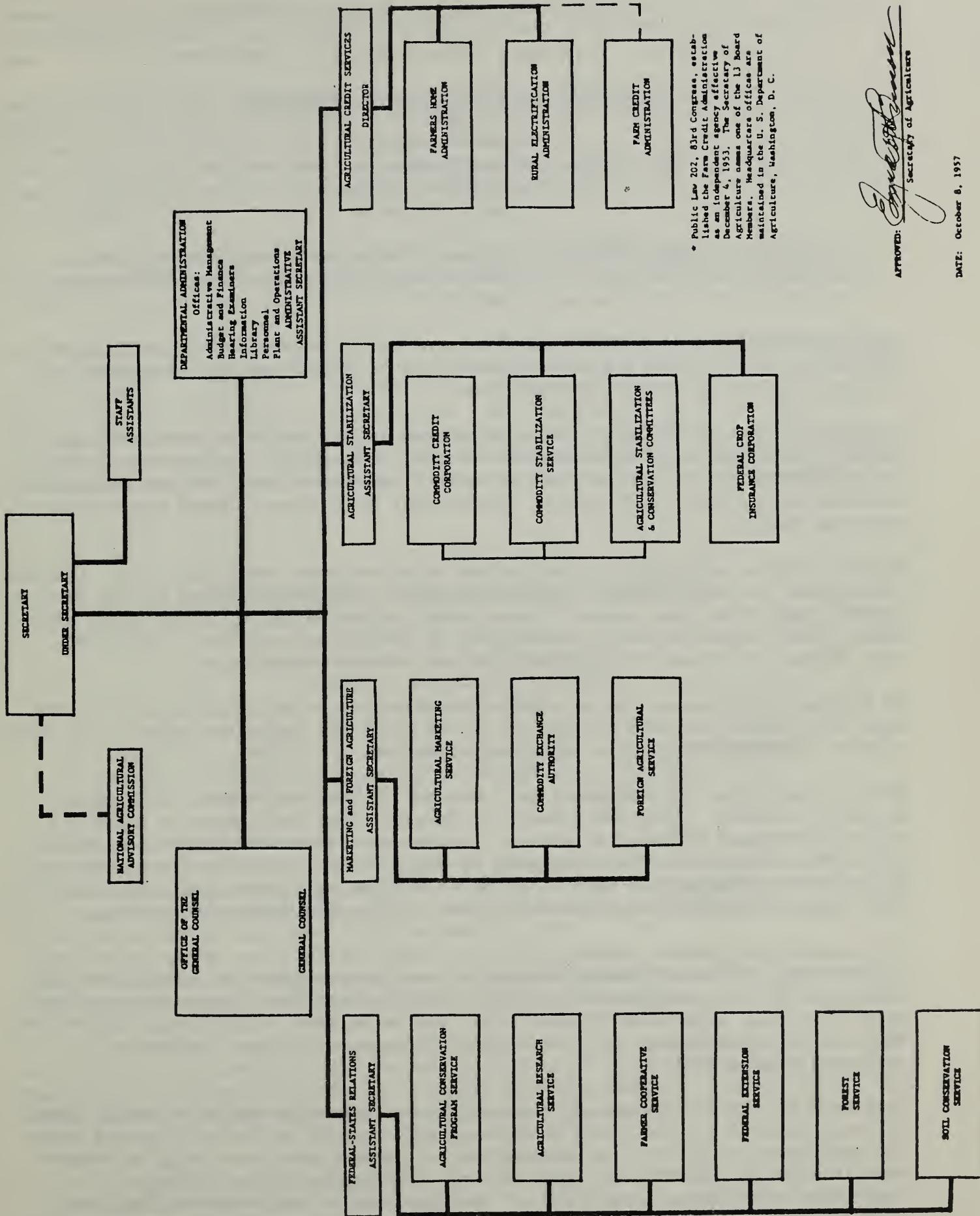
The final segment of Mr. Reid's presentation consisted of a movie entitled "The Agriculture Story." This movie graphically illustrated the many varied programs, services, and functions of the Department of Agriculture.

The discussion which followed was limited by shortage of time. One query sought clarification as to chain of command in "farm program" activities, which are directed by several separate Department Agencies. Another question involved the

Secretary's latitude of decision. It was noted that the Secretary's area of decision usually is circumscribed by limits established by Congress and further limited to a degree of public opinion.

On occasion some farm service agencies are called on for assistance by non-farmers or part time farmers. Defining the agencies limits of responsibility in some instances is difficult. It was felt that if choices must be made, by reason of limited funds, that the choices must be made in favor of those engaged primarily in agriculture.

UNITED STATES DEPARTMENT OF AGRICULTURE



• Public Law 202, 83rd Congress, established the Farm Credit Administration as an independent agency effective December 4, 1953. The Secretary of Agriculture names one of the 13 Board Members. Headquarters offices are maintained in the U. S. Department of Agriculture, Washington, D. C.

Lyndon B. Johnson
APPROVED:
Secretary of Agriculture

DATE: October 8, 1957

Tuesday Afternoon - January 20, 1960

Summarizers: Clay Hurt; Victor Link; C. L. Overstreet

PERSONNEL ADMINISTRATION IN MANAGEMENT

By

John W. Morgan

Chief, Inspection and Classification Division
7th Civil Service Region
Chicago, Illinois

Mr. Morgan attended Southern Illinois and Northwestern Universities. He has served with the U. S. Civil Service Commission since 1938 except for military service in World War II.

Personnel administration in management is of vital concern to the Civil Service Commission, even though its main objective is to anticipate and keep ahead of the personnel needs of Federal Agencies.

New techniques and skills are being developed daily, including constant improvements in machines and machine methods of data processing. We must not forget, in our preoccupation with mechanized thought processes, that the men behind the machines are of prime importance. The manager must always regard his subordinates as people.

He must have an awareness of the factors which motivate people at work. Included among these are many things of intrinsic value. However, factors in the psychic income class often rank ahead of money among values attached to any given position. Money ranked seventh in one study of such considerations. Individual work values are dynamic - they may shift in relative importance.

Of special significance to the manager in his study of motivation, is the fact that most people are more willing to act on their own decisions than to see themselves as primary factors in any given situation.

Every organization and component unit has one or more objectives that can and should be defined. They are dynamic in nature. They may change or undergo a shift in emphasis because of external factors or because of changes in leadership. The management of each segment of any given organization is responsible not only for defining and executing the objectives of his own unit, but also with their integration with the objectives of the organization as a whole.

The manager must assume responsibility for final decision as to the objectives of his unit - and once clearly delineated must be sure that they are known and understood by his subordinates. It will help to establish employee identification with group objectives if the latter can be related to individual objectives. The role of non-managers will be expanded by increasing their feeling of personal responsibility.

Care must be taken in extending employee participation in decision making since it could be done to the extent that managerial control is lost. It seems best for management to solicit recommendations of subordinates as a help to management in defining objectives. This affords an opportunity to integrate individual work values with those of the organization but reserves final decision for management. Participation must be a continuing affair since both personal and group objectives are dynamic. In all instances objectives must be

measurable and standards set. It should be noted that ideas are most easily sold if conveyed in such a way that the "buyer" becomes convinced that they are his own.

Employee participation is better started with defining of objectives than with methods. First, because agreement is more likely in this area, and secondly because a clash on methods might arise simply because objectives are not clearly understood. The employee participation approach to management can be expected to lead to increased production, better relationships, and accelerated development of personnel.

Work must be divided into units comprising a recognizable part of the whole. Objectives of each unit must provide a challenge. Standards of performance are needed to measure both quantity and quality.

With objectives defined and standards of performance established, management has, in some instances tried having the employee appraise himself in addition to the usual supervisor appraisal. This in turn is followed by joint examination of the two, frequently with interesting results. For example, often it is found that the employee is more critical of himself than is his supervisor. In this area of appraisal it will be found advantageous to encourage work centered criticism of management and methods. Finally management must learn to treat constructive mistakes properly.

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INTERPRETATION OF CREATIVITY IN MANAGEMENT

By

Albert T. Creatorex
Executive Secretary, TAM Work Shop
Office of Personnel, U.S.D.A.
Washington, D. C.

Mr. Creatorex attended St. Anselm's College and George Washington University. He has served with the Department of Commerce, the Department of Navy and joined U.S.D.A., ARS, in 1958.

It was stated that creativity might seem, to many, as a rather unique subject topic to be presented to an Administrative Management Training Group. Analysis will show that it is not. It is not a foreign subject in management because all of us use, each day of our lives, the creative talents possessed. They are used in our jobs, within our homes, our communities, etc.

Creative thinking in management is one of the most significant, but least discussed, topics found in most Management Development Programs.

It was pointed out that at the present time, scientific advancements are at least two times further advanced than Administrative or Management Developments. The demand for advancement of this art is emphatically apparent. A great challenge exists and accomplishments will depend upon the creative abilities and talents utilized today and in the future.

All people possess varying degrees of creative ability or talent. Success in its utilization does not depend upon the amount we possess but rather upon the ways and means the gift is exercised, and whether or not it is used at all.

The balance of Mr. Greatorex's presentation duplicated, in all essential points, his discussion of Creativity in Management at the Amherst Institute. Since the Amherst summarizers did an excellent job of capturing the main points of his remarks we have used their summary, with only minor modifications, to complete our report of this session.

Management ideas can result in:

1. Increased sales.
2. Improved products and service.
3. Increased and efficient production.
4. Economy of operation.
5. Helping you and me to do a better job, to do our job more efficiently and gain a greater satisfaction of accomplishment.

Some of the basic problems confronting individuals and groups of individuals when developing ideas are:

1. How do we get started.
2. How do we keep ideas flowing.
3. What can we do, if anything, when we get blocked in generating ideas.
4. How do we get others to adopt and use our ideas.

There are several things that we must bear in mind in making our start in developing ideas. All ideas start in the mind of one man. Everything that is man-made started with an idea. All ideas run into a certain amount of resistance. This is natural and normal and should be expected. The important thing to do when we have an idea is to get a start to develop that idea. This can be done in a number of ways for both individual and group ideas:

1. Find the Problem:

- a. Have pet peeve lists.
- b. Go hunting.
- c. Have a nose for news (be aware of what is going on).
- d. Ask questions.
- e. Have a nose for needs (both individual and management).

There are several things we can do to keep ideas flowing. We should not inhibit our creative process by judicial thinking. We can allow our creative process to work freely, and capture our ideas by:

1. Writing down freely all ideas.
2. Avoiding interruptions.
3. Start working on problems early to permit time for subconscious manipulation.
4. Utilize idea traps.

There are times in generating ideas when our minds become blocked. What, if anything, can we do to reactivate our idea development? Several things can be considered:

1. Keep going.
2. Redefine our problem.

3. Use "idea solitaire" (list of critical questions).
4. Utilize the ideas from our "idea bank."
5. Read (keeping in mind information use).

Brainstorming is the name for a type of problem-solving conference worked out by Alex Osborn, Co-founder of the advertising agency Batten, Barton, Durstine and Osborn. This group problem solving method does much to insure the participation of all members of the group and tends to eliminate group domination by one person, disagreements and the inhibiting of ideas by others. The basic steps in "brainstorming" are:

1. 7 to 15 participants.
2. Participants should be of equal rank and have common interests.
3. Don't evaluate ideas.
4. Don't allow negative thinking.
5. Give all participants equal credit.
6. Be interested in quantity rather than quality.
7. Encourage "free-wheeling" of ideas.
8. Have a moderator to act as a catalyst.
9. Have a recorder to record ideas.

Brainstorming can be used to help solve two types of problems. Namely, the "Steam-shovel type" which covers all ideas in a broad area and "spade type" which restricts ideas to a limited area. Principle is to have a free flow of ideas with later evaluation to permit the selection of those most appropriate.

Wednesday Morning - January 20, 1960

Summarizers: R. W. Bills; P. J. Doyle; B. N. Lauderdale

ADMINISTRATIVE LEADERSHIP

by

Dr. Joseph A. Litterer
Assistant Professor of Management
Department of Management
College of Commerce and Business Administration
University of Illinois

Dr. Litterer received his B. S. and M. S. Degrees from the Drexel Institute, Philadelphia. He served as engineering Supervisor for RCA and subsequently completed work on his Doctorate at the University of Illinois.

Leadership is a fascinating topic. Although almost everyone has some knowledge of it, individuals have varied opinions as to what leadership is.

In understanding leadership it is necessary to recognize that the boss-employee relationship is one of dependency. The fact that the employee is dependent on his boss for praise, job assignments, discipline and recognition, as well as his physical requirements provides the basis for possible underlying resentment on the part of the employee. By understanding this dependency relationship the employer can deal with his employees more carefully.

We find as we reach understanding of dependency that it is not the obvious material needs such as food, shelter and water which are of primary concern but rather that the human, psychological, sociological and spiritual needs are synonymous and are described as follows:

1. Belonging. People should feel that they fit in somewhere. (This is where I belong.) Traditionally, this sense of belonging was furnished by the family, however, the present trend leans toward fulfillment by membership in clubs, groups, gangs, unions or by their jobs, especially in urban society.
2. Recognition. Everyone feels that he is a remarkable and unique individual. Employees require recognition - and frequently. The employer must look for subtle methods to give deserving praise and not take the employee for granted.
3. Desire for new experience. The employer may require a varied work procedure to allay boredom, thereby increasing efficiency and decreasing job dissatisfaction. The need for new experience should not be ignored by leadership.
4. Security. This is used in the broad sense of the word to include the physical and psychological needs. People tend to protect the things which they maintain as valuable, basically because of the fear of what the future may bring. This is exemplified by preservation of status, feeling of importance on his job, reputation, insurance and health needs. This also produces the phenomenon "Resistance to change" which leadership must understand and learn how to cope with. Failure by leadership to tell a man what he is

doing and why he is doing a job will cause a lack of understanding on the part of the man that threatens his security. In other words, he doesn't know what is going on. This can be handled by taking the time to tell the man.

"FUNDAMENTALS OF MANAGEMENT"

by

Wayne A. Lemburg
Instructor, Business Management
College of Commerce and Business Administration
University of Illinois

Mr. Lemburg is a graduate of the University of Illinois with a B.S. Degree in management and a M. S. Degree in marketing. He was employed as personnel officer by a private firm for several years - has been very active in management training programs for the past 4 years.

Management may be simply defined as "just getting results thru others." Administration and management are synonymous. Management cannot be taught but must be learned thru experience. We can become "management conscious" thru workshops such as this, however.

Managers are generally selected initially on the basis of technical "know-how" rather than administrative knowledge. However, the higher you go in the management field the more important, relatively, becomes the managerial or administrative skills and knowledge as opposed to technical knowledge.

The functions of management commonly include the processes of planning, organizing, coordinating, motivating (or directing) and controlling. Planning includes forecasting, objectives (most important), policies (guides to thinking), programs, schedules, procedures and budgets. Planning is done to some degree by all management levels. It was pointed out that top level management is concerned primarily with long range planning, whereas the line managers are concerned with the day to day planning.

The organizing function includes the identifying and grouping of work; the delegating of authority to perform the work; and the establishing of relationships. Mr. Lemburg pointed out that there are two rather widely separated schools of thought on the principles of organization. One holds that a formalized, organizational chart type of structure is needed, the other that the employees will, of themselves, find a natural leader and organize themselves. A somewhat middle of the road approach seems to be favored, i.e., a formal type of structure, but with considerable employee participation in the decision making.

Coordinating is simply a matter of insuring that everything is in the right place in the right quantity at the right time.

Motivation or direction includes the whole field of personnel management. While this may be delegated to a specialist in personnel, the ultimate responsibility rests with management.

Control involves the setting of standards, measuring results, interpreting them and taking corrective action.

The capable manager divides the work assigned to him so that he performs only that portion of the work which he, because of his unique position as a manager, can perform effectively, and gets others to do what remains.

Wednesday Afternoon - January 20, 1960

Summarizers: H. E. Hansen; B. J. Kaufman; F. H. McGrath

IMPORTANCE OF PUBLIC RELATIONS IN MANAGEMENT

by

Howard H. Peck

Manager of Community and Public Relations

Allis Chalmers

Springfield, Illinois

Mr. Peck is a graduate of Brown's Business College in Springfield and has been employed by the Allis-Chalmers Company since 1928.

Mr. Peck's discussion on Importance of Public Relations in Management dealt first with Community Relations.

Community relations were simply defined as: 90% being a good neighbor and 10% telling the public about it. All companies and organizations located in a community are bound to have Community Relations.

An important factor in Community Relations is just exactly what local people know or think about the company. Problems encountered in these relations are that local people have little information about the company. To counteract this lack of knowledge by people in the community, the employer must do his part in communicating information to the public. The company must be a good neighbor furnishing good jobs to local people, spending money locally on purchases, tax payments, liberal contributions to local charities, and good understanding and cooperation with local authorities.

To have good community relations, it is essential that local communities do their fair part. Local communities must be of proper size to absorb the employees of the company and furnish sufficient labor to fill the jobs. They must cooperate politically. They must have satisfactory transportation facilities and sufficient power, fuel and water at reasonable rates. Housing, schools and churches must be adequate. Recreational, cultural, civic, hospital, and medical facilities must meet the requirements of the personnel employed by the company.

Public relations in business is relatively a new field but has been given intense thought and attention since World War II. The four basic concepts of public relations are:

1. Philosophy of Management
 - a. An attitude of mind and must take in all segments of the public.
2. Function of Management
 - a. All levels of management, top to bottom, are concerned with public relations.
3. Techniques of Good Communications
 - a. Must be a two-way flow -- employer and employee.
 - b. Most effective medium is man-to-man.

- c. Information can be passed out through properly informed employees. It has been determined each employee associates with 50 people outside the plant organization each year.
- 4. Good Public Impressions or Interests
 - a. Employees are to be trained by company to serve as most suitable media for transmittal of information to the public by verbal, graphic or printed means.
 - b. Good internal relations are a requisite for good external relations.

In general, public relations are all-inclusive. This includes all employees, management as well as plant workers, salesmen, stockholders, suppliers, and consumers. Public relations depend upon what the public thinks about the company, its employees, and all those in any way connected with the plant.

Thursday Morning - January 21, 1960

Summarizers: R. H. Hoffman; J. M. Keilmann; John Pendleton

COMMUNICATIONS IN MANAGEMENT

by

Jon Greeneisen

Owen Glissendorf

Harold Guither, Assistant

Extension Editors, University of Illinois

Mr. Greeneisen received his B. S. Degree in 1955 from Ohio State University. Mr. Glissendorf is a graduate of the University of Wisconsin receiving his B. S. Degree in 1948 and his M. S. Degree in 1949. Mr. Guither received his B. S. and M. A. Degrees from the University of Illinois.

Mr. Greeneisen pointed out that communications are involved in everything we do, therefore, proper techniques must be used. Animals communicate, and some, much more effectively than humans. Language barriers are not the only difficulties to effect communications - - even sign language (wink, wave of hand, etc.) can be misunderstood.

Studies and research in communications in progress at the University of Illinois were described and illustrated. The communications process is outlined as follows:

THE COMMUNICATIONS PROCESS

<u>COMMUNICATOR</u>	<u>MESSAGE</u>	<u>TREATMENT</u>	<u>CHANNEL</u>	<u>AUDIENCE</u>	<u>EFFECT</u>
You	Facts	Physical	Individual	Single Person	Inform
	Opinions	Write	Visits	Person	Instruct
	Experiences	Speak	Letters	Group of People	Inspire
	Instructions	Show	Telephone	People	
	Observations				
	Ideas				
		Form	Group	Mass of People	
		News	Meetings		
		Drama	Tours		
		Orders	Demonstrations		
		Fiction			
		Motivational	Mass		
		Security	Newspapers		
		Response	Radio		
		Recognition	Television		
		New Experiences	Publications		

Using the same communication process outline, Mr. Glissendorf listed three major reasons for breakdowns in communications:

1. Communicator lacks basic communication skills.
2. Communicator is not familiar with his subject.

3. Communicator did not THINK - PLAN - ORGANIZE.

To eliminate these breakdowns:

1. Analyze the problem.
2. Understand your audience.
3. Consider all alternative solutions.
4. Use correct channel.
5. Use correct treatment.

"Feed back" or positive audience reaction insures effective communications.

Mr. Guither discussed four elements of good writing (1) words (2) sentences (3) paragraphs, and (4) transition.

Words have varying meanings in our language. The use of technical jargon, large little used words, and newly coined words may block understanding. Generally the longer the word the more difficulty we have in communication. According to the Flesch Formula, 100 to 130 syllables per 100 words assures easy reading, 130 to 160 syllables per 100 words is rated standard, and over 160 syllables is termed difficult. For easy reading, length of sentences should approximate 17 words. Small paragraphs are easier to read. Skill is required in carrying ideas from one thought to the next.

All four points were demonstrated through conference participation.

Thursday Afternoon - January 21, 1960

Summarizers: Wesley McCann; Raymond Newbury; S. N. Williams

PROGRAM PLANNING AND EXECUTION

by

Dr. C. L. Folse

Associate Professor of Rural Sociology
College of Agriculture, University of Illinois

Dr. Folse received his Ph. D. at the Louisiana State University. He spent 4 years with headquarters, U. S. Army Air Force; taught at Mississippi State College, two years at V. P. I. and the University of Kentucky.

Dr. Folse with the use of excellent visual aid material discussed a framework which can be used to visualize how action programs start and get underway.

He explained that the following steps or phases must be considered in any social action program:

1. The Social System -- All Social Action takes place within an existing social system and we must know what parts are important to our social action program.
2. The Prior Social Situation -- We should determine the actual existing experience or prior experience relating to the proposed Social Action Program.
3. Problem (Based on a situation within the Social System)
 - a. Social action usually has its start by two or more people agreeing that some kind of problem exists and that something should be done.
 - b. Action may be started by people inside a system, by someone with inside-outside interests or an outsider.
 - c. Interests may be common or they may be complementary (one means satisfying two ends).
4. The Initiating Sets
 - a. There must be sufficient agreement on the need by other people than the Social Action originators.
 - b. The initiating set consists of two or more people, usually not more than four or five people.
 - c. More than one initiating set may be involved. They add ideas, alternatives and actually originate action on the idea or program.
5. The Legitimation Stage
 - a. In almost every community there are certain people or groups, that seem to have the right authority to pass

on things to make them legitimate ideas. These people are called "legitimizers".

- b. The initiating set usually takes the problem to the legitimizers.
- c. Legitimizers may be -
 - (1) Formal administrators, official organizations, etc.
 - (2) Informal, certain individuals or cliques.
- d. If you by-pass a legitimizer his position is challenged. This may sometimes be necessary but should be done with the consequences in mind.

6. The Diffusion Stage -- After an idea has been legitimized, we are ready to determine if the general public or the people who feel the need of such action will define it as a need.

7. Definition of Need

- a. Once the diffusion set is established we try to make the problem become the people's problem. A number of techniques that can be used to get people to see and identify it as one of their problems are:
 - (1) Basic Education
 - (2) Program Development Committees -- Certain key people in the community study problems, resources, etc.
 - (3) Comparison and Competition -- use approach such as "our community or our farm is not as good as someone else's".
 - (4) Exploiting Crisis -- When a crisis arises make a play on certain needs.
 - (5) Demonstration or Trial -- Create a need by comparison.
 - (6) Building on Past Experiences.
 - (7) Channeling Gripes -- Grips against can be transferred into being for something.

8. Commitments to Action

- a. Besides getting a definition of need from people, we must also get a commitment to do something. A commitment to action is one of the important steps in the social process.

9. What We Want to Achieve

- a. Once a felt need is established, out of it must come some

definite goals. People must be willing to try. What we try must be spelled out in:

- (1) Good criteria for goals.
- (2) Content of goals.
- (3) Human behavior changes we wish to bring about.

10. Explore Alternative Methods or Means

- a. Usually we have more trouble agreeing on how we are going to do something than we do on what we are actually trying to do.
- b. Alternatives of doing the job should be considered.
- c. Arrive at the best present alternative and proceed.

11. Set Up the Plan of Action

- a. In the plan of action these things should be considered -
 - (1) A time schedule
 - (2) Committee set-ups
 - (3) Kinds of personnel needed
 - (4) Buildings required
 - (5) Visual aids or other methods
 - (6) Needs for meetings
 - (7) Publicity

12. Mobilizing and Organizing Resources

- a. Once we have the plan on paper we must find --
 - (1) The time
 - (2) The people
 - (3) The resources
 - (4) The physical facilities
 - (5) Whatever else is needed to carry the plan into action.
- b. People who take part in plan --
 - (1) Have agreed on the need, goals, objectives, methods and plan of action

(2) Must be mobilized and organized.

13. Launching the Program

- a. The purpose of a launching program is to inform people that we are now into the action stages.
- b. Some programs move slowly and action must take this into consideration.

14. Carry out Program

- a. This consists of the various action steps necessary to carry the program forward.

15. Continuing and Final Evaluation

- a. Between each of the action steps as at all the places along the social action scale, we stop and evaluate.
- b. Make the next move in light of this evaluation.
- c. Final program evaluation.
 - (1) Did we accomplish what we set out to do?
 - (2) Were the methods good?
 - (3) Did we make good use of resources?
 - (4) Why was the program successful?
 - (5) Or why did it fail?
 - (6) How would we plan differently if we were to do it over again?
 - (7) What did we learn?
 - (8) Where do we go from here?

Recommended Reading "The Hidden Persuaders" by - Packard

Friday Morning - January 20, 1960

Summarizers: L. C. Stuber; J. E. Tesmer; D. C. Williams

SUPERVISOR'S ROLE IN MANAGEMENT

By

Ogden Greene

Chief, Employees Relations Branch
Personnel Management Division
Soil Conservation Service
Washington, D. C.

Mr. Greene, a native of Kansas, graduated from Kansas State University in 1929. He has served as County Agent, SCS Farm Planner and several other positions in SCS.

The Soil Conservation Service has been concerned about the quality of supervision. They are doing something about it by developing related materials and by seeking help from people who have knowledge of the subject.

Supervision may be defined as accomplishing things through people. Supervision is more of an art than science. It is difficult because the behavior patterns of people are unpredictable.

We may think we are fairly competent in the field and therefore are satisfied with our performance. We are inclined to think everyone but ourselves needs direction and new ideas. The first step in training is to become dissatisfied with ourselves, only then, will we seek or accept change.

All employees, not just supervisors, need training in management. In order to successfully teach supervision we must first correct the bad habits people get into, that is, "unteach" them before demonstrating the correct approach. Learning from experience without guidance is costly and bad. When we try an improved method our progress is sometimes retarded, but under proper guidance and help we will surpass our past performance. The coach and pupil method has been used successfully. We should also recognize our strength and capabilities as well as our weaknesses and do something about our weaknesses.

The quality of supervision is no better than the assistance it receives. We should act so as to bring out the good qualities of the people under us.

In order to get the most benefit from training we have to desire it and be mentally present as well as physically present at training sessions.

Most of us were hired because of our special knowledge, yet a large part of our work is managing. Some of the things we can do to become good supervisors are:

1. Study books on the subject.
 - a. The Man in Management by Lynde C. Steckle
 - b. Readings in Management by Richard Nylander
 - c. Selected Readings in Management by F. A. Scholl
 - d. Education and the Nature of Man by Kelly and Rosy

- e. Making Management Human by Alfred J. Marrow
- 2. Keep up on new books and magazines.
 - a. The Journal of Public Administration
 - b. Harvard Business Review
 - c. The Personnel Journal.
- 3. Review and discuss what's new in the field with colleagues.
- 4. Take advanced study, night courses, correspondence courses.
- 5. Evaluate our experience. Be critical to the point where we want to do something about it.

The participants were asked to help Mr. Greene list the bad traits that may be found in some supervisors. A total of thirty "bad traits" were listed. Some of them were as follows:

- 1. Scold employees before others
- 2. Vindictive
- 3. Overbearing
- 4. Tempermental
- 5. Failure to delegate
- 6. Sarcastic
- 7. Disloyalty to organization and/or employees
- 8. Display a lack of leadership
- 9. Failure to instruct employees
- 10. Fail to listen to and digest new ideas
- 11. Untruthful
- 12. Disrespectful
- 13. Lack of understanding

A good supervisor must be able to do the following:

- 1. Guide and direct his people.
- 2. Train and teach them.
- 3. Write and speak clearly and effectively.
- 4. Analyze work loads.

5. Plan.
6. Schedule.
7. Organize.
8. Make proper inspections. Look as well as ask questions.
9. Study and evaluate performance.
10. Improve efficiency.

In a survey conducted among department heads to determine the qualities that go to make up a good supervisor the following seven were chosen:

1. Employees must always understand clearly what is expected of them.
2. Employees are entitled to guidance in doing their work (including writing, speaking, planning, organizing and improving personality).
3. Good work should always be recognized.
4. Poor work deserves constructive criticism.
5. Opportunities for advancement should be made available.
6. People should be encouraged to improve themselves.
7. People should work in a safe and healthful environment.

PROGRAM

TAM (TRAINING IN ADMINISTRATIVE MANAGEMENT) WORKSHOP
ELKS CLUB
Springfield, Illinois
January 18 - 22, 1960

Sunday, January 17

6:00-10:00 p.m. Registration

Monday, January 18

Dr. E. J. Wilson, Presiding

8:30 a.m. Registration

9:30 a.m. Introduction and Announcements

Dr. E. J. Wilson
Veterinarian in Charge
ADE Division, ARS, USDA
(Coordinator, Illinois
TAM Workshop)
Springfield, Illinois

10:15 a.m. Welcome

Jay G. Philpott
District Director
Internal Revenue Service, TD
Springfield, Illinois

10:45 a.m. Objectives of the Workshop

Woodson W. Fishback
Coordinator of Curriculum
Office of Supt. of Pub. Inst.
State of Illinois
Springfield, Illinois

11:15 a.m. How Workshop Will Be Conducted

Mervin J. Kassube
Area Director
FCIC, USDA
Springfield, Illinois

----- 11:45 a.m. LUNCH -----

Ernest W. Walker, Presiding

1:00 p.m. Who We Are and What We Do

All Participants

3:30 p.m. Development of Committee Activities
Assignment of Committees

George J. Brownell
Administrative Officer
Illinois ASC State Office
Springfield, Illinois

4:00 p.m. Coordination of Objectives and
Responsibilities

Committee Chairmen

4:30 p.m. Announcements

TAM WORKSHOP PROGRAM

Tuesday, January 19

J. A. Ewing, Presiding

8:15 a.m. U.S.D.A. -- Its Agencies,
Functions, and ProgramsMax Reid
Asst. Dir. for Personnel
Management
Office of Personnel, USDA
Washington, D. C.

11:00 a.m. Discussion

All Participants

----- 11:45 a.m. LUNCH -----

George Goddard, Presiding

1:00 p.m. Personnel Administration
in ManagementJohn W. Morgan
Chief, Insp. & Class. Div.
7th Civil Service Region
Chicago, Illinois

2:45 p.m. Discussion

All Participants

3:00 p.m. Interpretation of Creativity
in ManagementAlbert T. Greatorex
Exec. Secy., TAM Work Group
Office of Personnel, USDA
Washington, D. C.

4:15 p.m. Discussion and Workshop Session

All Participants

4:30 p.m. Announcements

TAM WORKSHOP PROGRAM

Wednesday, January 20

Matt Keilman, Presiding

8:30 a.m.	Administrative Leadership	Joseph A. Litterer Asst. Prof. of Management Dept. of Management College of Commerce and Business Administration University of Illinois Urbana, Illinois
10:30 a.m.	Discussion and Workshop Session	All Participants
11:00 a.m.	Fundamentals of Management	Wayne A. Lemburg Instructor, Bus. Management College of Commerce and Business Administration University of Illinois Urbana, Illinois
----- 11:45 a.m. -----		LUNCH -----
Burton Miller, Presiding		
1:00 p.m.	Discussion and Workshop Session	All Participants
3:00 p.m.	Importance of Public Relations in Management	Howard H. Peck Manager of Community and Public Relations Allis Chalmers Springfield, Illinois
4:15 p.m.	Discussion	All Participants
4:30 p.m.	Announcements and Committee Meetings	

TAM WORKSHOP PROGRAM

Thursday, January 21

Dr. Hyman Steinmetz, Presiding

8:30 a.m. Communications in Management

Joh Greeneisen,
Owen Glissendorf, and
Harold Guither
Assistant Extension Editors,
U. of I.
College of Agriculture
Urbana, Illinois

11:00 a.m. Discussion

All Participants

----- 11:45 a.m. LUNCH -----

Harold Hansen, Presiding

1:00 p.m. Program Planning and Execution

Dr. C. L. Folse
Assoc. Professor of
Rural Sociology, U. of I.
College of Agriculture
Urbana, Illinois

3:00 p.m. Discussion and Workshop Session

All Participants

4:30 p.m. Announcements

TAM WORKSHOP PROGRAM

Friday, January 22

Clay Hurt, Presiding

8:30 a.m. Supervisor's Role in Management	Orden Greene Chief, Employee Relations Br. Personnel Management Division Soil Conservation Service Washington, D. C.
10:00 a.m. Discussion	All Participants
10:15 a.m. General Summary	Evaluation Committee
11:30 a.m. Presentation of Certificates	
11:45 a.m. Close of Workshop Session	

BILLS, Robert W., Plant Pest Control Supervisor
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HOFFMAN, Robert H., Telephone Operations Representative
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WALKER, George O., Assistant State Soil Scientist
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WILLIAMS, S. Nelson, Officer in Charge
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COMMITTEE ORGANIZATION FOR U.S.D.A. ILLINOIS TAM WORKSHOP

<u>COMMITTEES</u>	<u>MEMBERS</u>	<u>AGENCIES</u>
<u>Advisory</u>	Hyman M. Steinmetz George Walker P. J. Doyle Robert H. Hoffman S. Nelson Williams	ARS SCS ASC REA AMS
<u>Editorial</u>	George R. Hughes B. R. Miller Byron N. Lauderdale John Pendleton Wesley McCann Joseph E. Tesmer Ernest W. Walker George D. Goddard	ASC AMS ARS ARS SCS ASC FHA FHA
<u>Evaluation</u>	J. A. Ewing Robert W. Bills John M. Keilman Raymond Newbury Francis H. McGrath	AMS ARS ASC SCS FHA
<u>Library</u>	Jackson L. Cartter Clay Hurt David C. Williams	ARS SCS ASC
<u>Visual Aids</u>	Paul T. Cundy C. L. Overstreet Bernard J. Kaufman	CSS SCS FHA
<u>Recreation and Social</u>	A. L. Klingsporn Victor Link Harold E. Hansen L. C. Stuber	ARS SCS FS AMS

EVALUATION COMMITTEE REPORT

The TAM workshop objectives - training in administrative skills and a more comprehensive knowledge of all U.S.D.A. agencies - were realized. The coordinating committee is commended for its efforts and excellent planning in obtaining the whole-hearted participations of all conferees.

Well qualified persons from university, industrial, and governmental organizations gave stimulating presentations on subject matter which covered many facets of administrative management.

The agenda was well balanced in subject matter of practical value. Individual participation was obtained through specific assignments and discussion.

The physical arrangements for rooms, food, and meeting facilities were such that there was a minimum of confusion and loss of time.

Good fellowship was promoted and achieved through mixed rooming assignments, "full sessions", committee assignments, and group luncheons. This fellowship was limited in the case of those whose homes were in the city. The members of the various committees carried out their assignments enthusiastically.

The sequence of program material presented was well planned so that later speakers made effective use of fundamental facts and theories presented in earlier talks.

Speakers gave out summaries, outlines, and supplementary information which will be useful in our retaining the points made in the talks.

Comments from many of the participants sustain our belief that each of us has received instruction and information in management and leadership which will be valuable to us in carrying out our individual responsibilities.

A questionnaire, used daily to obtain individual expression, assisted the committee in making its evaluation and recommendations.

Recommendations:

A workshop should outline the broad purposes of the U.S.D.A., supplemented with brochures, slides, and movies. A conferee from each agency should be selected to give the detailed structure and function of that agency. If that were done then each individual should be asked to avoid duplication in his presentation of himself and his job.

A dictionary should be included in the library and a list of the books be given to the participants on the opening day.

A one-minute "stand-up" about every hour should be called to break up the longer speeches.

Each participant should be given the names, addresses, and telephone numbers of all others well in advance of the workshop so that more economical travel arrangements can be made and greater fellowship encouraged.

Consideration should be given by the Secretary's Management Improvement Committee to follow up and provide us with additional stimulation and assistance in these subjects.

VISUAL AIDS COMMITTEE REPORT

Visual aids were used daily to great advantage during the Springfield TAM Workshop.

Although not visual aids in the usual sense, it should be mentioned that large table place cards and breast pocket name cards, issued to all people involved in the workshop, quickly put everyone on a first name basis. This helped create an atmosphere of relaxed informality, facilitated and encouraged face to face communication. Even the speakers found them helpful in the interplay of the discussion periods.

The full effectiveness of such materials was demonstrated during the sessions on Communication wherein correlated use was made of 4 flannel boards, tearsheets, blackboard and 16mm sound film.

SOCIAL AND RECREATION COMMITTEE REPORT

The Recreation and Social Committee was organized the first day of the workshop. Arrangements were made to use the meeting room for evening entertainment. Bowling facilities were investigated and their availability made known to the members of the workshop. Refreshments were provided for the morning and afternoon breaks of the session. The Wednesday evening banquet at The Mill was the social highlight of the Workshop.

LIBRARY COMMITTEE REPORT

It was recognized that many of the ideas and principles presented by the TAM speakers were relatively new and unfamiliar to the participants. Numerous reference materials, pertinent to the various management subjects being considered, were made available to participants through the Workshop Library setup by the Library Committee. The following books, bulletins, and pamphlets were available and used as sources of information at this workshop:

<u>Author</u>	<u>Books</u>	<u>Date</u>
<u>Title</u>		
Beckhard, Richard	How to Plan and Conduct Workshops and Conferences -- Assoc. Press, N. Y.	1956
Bursk, E. C.	Human Relations for Management Harper Bros., N. Y.	1956
Cantor, N.	The Dynamics of Learning Foster and Stewart, N. Y.	1946
Drucker, P. F.	America's Next Twenty Years Harper Bros., N. Y.	1957
Haire, M.	Psychology in Management McGraw-Hill, N. Y.	1956
Halsey, G. D.	Supervising People Harper Bros., N. Y.	1953

<u>Author</u>	<u>Title</u>	<u>Date</u>
Mace, M. L.	The Growth and Development of Executives Harvard Univ. Press	1950
Osborn, A. F.	Applied Imagination Chas. Scribner's Sons, N. Y.	1957
Pigors & Myers	Personnel Administration McGraw-Hill, N. Y.	1951
Roethlisberger, F. L.	Management and Morale Harvard Univ. Press	1952
Shurter, R. L.	Written Communication in Business McGraw-Hill, N. Y.	1957
Thelen, H. A.	Dynamics of Groups at Work University of Chicago Press	1954
Uris, Auren	The Efficient Executive McGraw-Hill, N. Y.	1957
Utterback, W. E.	Committees and Conferences Rinehart and Co., Inc., N. Y.	1950
Roundtable on Executive Potential	What Makes an Executive Columbia University Press	1955

Bulletins

Workbook for Writers Extension Editorial Office Univ. of Illinois, Urbana	1950
Talks, A Guide to More Effective Speaking -- Adm. Series No. 8 USDA Office of Personnel	
A Formula for More Efficient Reading -- Misc. Pub. #753 USDA Office of Personnel	
Conducting USDA Meetings That Lead to Action -- Guide and Source Book USDA Office of Personnel	1947
Effective Personnel Policy "Better Public Service" USDA Office of Personnel	

Additional references drawn from the bibliography of the Amherst TAM Institute Report are shown in the following list:

<u>Author</u>	<u>Title</u>	<u>Date</u>
American Assembly	The Federal Government Service; Its Character, Prestige and Problems	1954
Appley, Lawrence A.	Management in Action. Amer. Man. Assoc.	1956
Argyris, Chris	Personality and Organization: The Conflict Between System and the Individual. New York, Harper	1957
Barnard, C. I.	The Functions of the Executive, Harvard University Press	1954
Bernstein, M. H.	The Job of the Federal Executive. Washington, Brookings Institute	1958
Black, James M.	How to Grow in Management. Prentice-Hall	1957
Black, James W. and W. E. Moore	Speech, Code, Meaning and Communication. McGraw-Hill	1955
Blakeley, Robert	Adult Education in a Free Society. Guardian, Bird, Publishers. Toronto, Canada	1959
Brink, V. Z.	Internal Auditing, Revised and Re-written by J. A. Cashin, 2nd Ed. New York, Ronald Press	1958
Cartwright, Dorwin	Group Dynamics; Research and Theory. Row	1953
Chapman and Others	Toward the Liberally Educated Executive.	1959
Dimock, Marshall E.	Administrative Vitality. Harpers	1959
Dooher, J. J., ed.	Effective Communications on the Job. Amer. Man. Assoc.	1956
Dooher, J. J., ed.	Selection of Management Personnel. New York, Amer. Man. Assoc., 2 v.	1957
Douglass, P.	Communications through Reports. Englewood Cliffs, N. J., Prentice Hall	1957
Drucker, Peter F.	The Practice of Management. Harper	1954
Hall, H. S.	Improving the Effectiveness of Management. U. of Illinois Bulletin v. 50 no. 10.	1950

<u>Author</u>	<u>Title</u>	<u>Date</u>
Hoslett, S. D.	Human Factors in Management. Rev. ed.	1951
Ingram, K. C.	Talk That Gets Results. Harper & Bros., New York	1957
Jones, Manley H.	Executive Decision Making. Homewood, Ill., Irwin	1957
Lateiner, Alfred R.	The Techniques of Supervision. Nat. Foreman	1954
Leavitt, Harold J.	Managerial Psychology. Chicago, University of Chicago Press	1958
McFarland, Dalton E.	Management Principles and Practices. New York, Macmillan	1958
Miller, Raymond W.	Can Capitalism Compete? Ronald Press Co.	1959
Newman, Wm. H.	Administrative Action; the Technique of Organization and Management	1955
Nichols, Ralph G.	Are You Listening? McGraw-Hill	1957
Pfiffner, J. M.	The Supervision of Personnel; Human Relations in the Management of Men. 2nd Ed., New York, Prentice-Hall	1958
Redfield, C. E.	Communication in Management; The Theory and Practice of Administrative Communication. Rev. ed., Chicago, University of Chicago Press	1958
Schell, E. H.	Technique of Executive Control. 8th Ed., N. Y., McGraw-Hill	1957
Selznick, F.	Leadership in Administration: A Sociological Interpretation. Evanston, Ill., Row, Peterson	1957
Shartle, C. L.	Executive Performance and Leadership Englewood Cliffs, M. J., Prentice-Hall	1956
Simon, H. A.	Administrative Behavior; a Study of the Decision Making Processes in Adminis- trative Organization. 2nd Ed., New York, Macmillan	1957
Stanford University	Management for Tomorrow (not Identi.)	1958
Summer, Chas. E. Jr.	Factors in Effective Administration. N. Y., Columbia Univ. Press (not Identi.)	1956

<u>Author</u>	<u>Title</u>	<u>Date</u>
Thompson, Wayne N.	Fundamentals of Communication. McGraw-Hill, N. Y.	1956
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